DOCUMENT RESUME

ED 170 127 SE 027 564

TITLE	Conservation District Guide for Education Programs.
INSTITUTION	National Association of Conservation Districts, League City, Tex.
PUB DATE	79
NOTE	61p.; Not available in hard copy due to marginal legibility of original document
AVAILABLE FROM	National Association of Conservation Districts, P.O. Box 855, League City, Texas 77573 ($2.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Conservation Education; Curriculum Development; *Educational Programs; *Elementary Secondary Education; *Environmental Education; Government Role; *Government School Relationship; *Postsecondary Education; Resource Materials; Science Education

ABSTRACT

This guide is intended for the use of conservation districts in planning and implementing a coordinated program of environmental education. Much of the material in the guide came from discussions among conservation district board members, state conservation personnel, and state education specialists. The guide uses a step-by-step approach covering main topics which include: (1) the rationale for environmental education as part of the conservation district program; (2) responsibilities of the conservation district board; (3) initial tasks of an education committee; (4) preparation of the environmental education program; (5) implementation of a successful environmental education program; and (6) 14 appendices containing resources and practical ideas. (RE)

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CONSERVATION DISTRICT GUIDE for EDUCATION PROGRAMS

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Excerpt from...

"A Resources Agenda for the 80's"

A policy position of

The National Association of Conservation Districts

"Through effective and coherent environmental education programs, every citizen--both student and adult--should have opportunities for classroom and field study to acquire the knowledge, skills, values, attitudes, and commitment needed to protect and improve the environment. A clear understanding of economic, social political, and ecological interdependence in urban and rural areas is a prerequisite to making sound decisions on resource management issues. Programs need to be developed in each state to assure that environmental education essentials are provided, that there is coordination of effort and reduction of duplication, and that public and private organizations provide continuing and appropriate support."

Color Code of Sections

Gold -- for Board Members of Conservation District

White -- for Education Committee of Conservation District

Yellow -- working references (appendices)

Conservation District Guide for Education Programs

Introduction and Contents

To reach its natural resource protection and development goals, a conservation district must help all the people understand and act on basic principles of rational use and care of their environment.

One of the best ways to increase public awareness and stimulate responsible action on environmental concerns is through environmental education in local schools, colleges, and youth-serving organizations. A conservation district is in an ideal position to initiate action and assist in developing environmental education efforts. District leadership also is important in adult education efforts to identify conservation needs and resolve environmental problems in the local community.

Much of the material in the guide came from discussions among conservation district board members, representatives of state conservation commissions, and state environmental education consultants or coordinators participating in a series of regional workshops on environmental education conducted by NACD.

This guide uses a step by step approach designed to help a conservation district to plan and carry out a successful, effective, coordinated program of environmental education. The loose-leaf format of the guide was planned to allow users to insert additional information prepared especially for their programs. The main sections of the guide are:

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I. Why Should Environmental Education Be Part of the Conservation District Program ?

To achieve district goals: Every conservation district has been given overall responsibility for the conservation of soil, water, and related natural resources under state and other laws.

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Achieving goals for conserving soil and other natural resources in a district requires the help and support of the entire community. The job is simply too big for district board members and their cooperating agencies to do by themselves. To obtain community wide and continuing support for its conservation efforts it is essential that a conservation district carry out a vigorous educational program.

To focus on environmental reality: Conservation district officials work every day in the real world of resource conservation. As public agencies, conservation districts have a responsibility to share their experience and information with those who seek to understand and care for the world around them. A mutually beneficial way of discharging that responsibility is to initiate and extend conservation district assistance for environmental education.

To change people's behavior: People's actions are based on the values they prize. Those values are shaped early in life. Among them should be basic values associated with proper use and care of the environment. Working with schools, teachers, youth leaders, and adult groups to initiate and assist with environmental education programs is an effective way for a conservation district to help citizens think intelligently and act responsibly toward their environment. Over the long term, those who value a healthful, pleasant, and satisfying environment will support efforts aimed at taking good care of land and water resources.

To summarize: Achievement of the general goals of environmental education would result in environmentally literate citizens willing to support rational natural resource conservation efforts. Helping to achieve that happy result merits the serious consideration of every conservation district in America.

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II. Responsibilities of the Conservation District Board

The idea of district involvement in environmental education should be deliberately considered as an item of business by the conservation district board.

District board members must recognize that carrying out a useful and successful environmental education effort will take time, people, and money. Without those elements, any program will fail, and a half-hearted gesture toward environmental education would be a disservice to the community and to the conservation district.

Experience has demonstrated that the conservation district board will need to go through the following steps to get a sound district environmental education program under way:

1. Make a commitment for the district to become involved in environmental education.

2. Appoint a district director (or associate director) to be responsible for a district's environmental education efforts.

3. Establish a district education committee:

   a. Appoint a chairperson--an individual who has a genuine interest in environmental education, who understands the district's whole program, and who has some talent for leading and coordinating group efforts. This might be the district director appointed in step 2, but it may be a volunteer recruited especially for the job. The chairperson should attend all conservation district board meetings in order to maintain clear, direct, and continuous communication between the board and the education committee.

   b. Appoint members to the education committee. Selecting members for this committee is an ideal opportunity for the district board to capture and use the talents and abilities of several people. It is essential that some members be professional educators.

      Members of the district education committee should be individuals who not only are willing to devote time to such work but who have some special expertise to offer. Consider naming to the committee: teachers, school administrators, natural resource agency people, youth leaders, conservation chairpersons of community organizations, and the like. The committee might well start out with a half dozen good people; the district board can name others to the committee later. It should always be clear that this is a committee of the local conservation district and it reports to the district board of directors.

4. Give the members of the newly appointed conservation district education committee clear instructions on what they are to do. Generally, the district board will want the committee to:

   a. Find out what is currently being done by schools and youth groups in environmental education

   b. Find out what schools and youth groups need to conduct effective environmental education efforts

   c. Find out what resources (people, places, sources of funds) the conservation district might tap for environmental education purposes

   d. Design a realistic, coordinated environmental education program that the conservation district could carry out, including information on the costs and personnel required to do the job

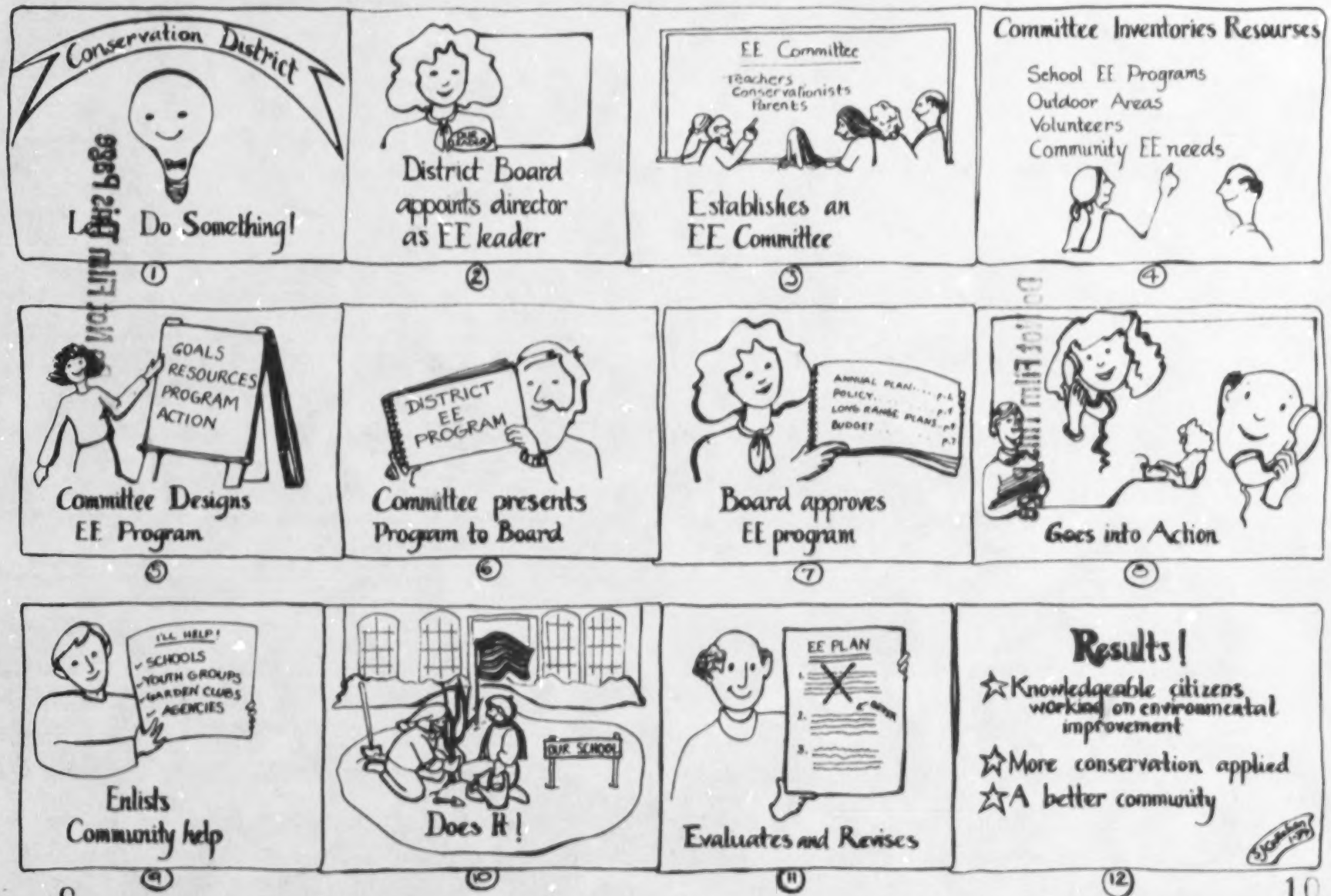
   e. Develop a written policy on environmental education for the conservation district

   f. Within 3 or 4 months, bring the committee's recommendations on program and policy to the district board for consideration and formal approval

      The board will then determine how the environmental education program fits into the overall conservation district program and will assign priorities for accomplishing the district's environmental education objectives and activities. The next step is to incorporate environmental education goals into the conservation district long range program and include specific activities in the annual plan of operation and budget.

The flow chart on the following page illustrates a process for translating an environmental education idea into an action program. Section III of this guide explains how the conservation district environmental education committee goes about carrying out its initial responsibilities.

From Idea to Action in Environmental Education



III. Initial Tasks of the Education Committee of the Conservation District

First, committee members should get a general notion of the breadth, scope, and definition of environmental education by studying the broad goals, objectives, and guidelines for environmental education (on pink paper--page 11) at the end of this section of the guide. There is general consensus among educators and others on those universal goals, objectives, and guidelines. To make them operational for use in local programs, they may need to be refined by the conservation district education committee.

To accomplish their information gathering work in an orderly fashion, the education committee needs to do the following tasks in about the order listed, though some can be done simultaneously.

1. Make an inventory of the environmental education efforts now underway in schools, colleges, adult and youth groups and identify the environmental education needs of the community.

   Contact all public and private schools as well as the organized adult and youth groups in the district. Set up a separate file for each school or group for records on the status of their environmental education efforts, your notes on the potential for initiating or extending environmental education opportunities, and the names and telephone numbers of the appropriate people to contact.

   Gather data on the environmental education efforts and opportunities in adult education programs, such as courses at night schools, career centers, or training programs for youth group leaders. In many communities, libraries, museums, nature centers, and similar facilities demonstrate some interest in environmental education.

   In gathering information, start with the contacts committee members have in each school or organization. But do not let lack of a known contact person be a deterrent. In larger schools, start with the science and social studies curriculum coordinators. In individual schools, see the principal. At colleges, begin your inquiry in the disciplinary departments most likely to have some interest in environmental education--geography, biology, botany, forestry, parks and recreation, extension, and the like.

   In densely populated areas, the committee likely will not be able to visit individual schools but can deal with the appropriate curriculum supervisors or others on the central headquarters staff of each school district or corporation. A written questionnaire should be used only if no other practical way of obtaining the information can be found.

Visits to schools and other places to collect information on environmental education needs and current programs provide an excellent opportunity to (a) note information about situations where there is great potential for success in environmental education projects with minimal effort from the conservation district, and (b) tell school people and others about the conservation district and its work.

See Appendix A for a list of questions that might be asked of teachers, adults, and youth group leaders, or others to gather the information for your inventory. Appendix A also includes forms that may be useful in recording specific information about a school or other institution.

2. Identify all the different kinds of resources (people, organizations, materials, money, sites) that might be available for environmental education purposes. A few sources may be outside the conservation district boundaries.

   Identifying local resources is vital. The best and most enduring programs of environmental education will continue to be developed at the local level where creative leaders working with the community can find the best ways of employing local resources and generating lasting support for their efforts.

   Among the different kinds and sources of help that may be available for environmental education efforts of a conservation district are:

   1. Government agencies, commercial organizations, professional associations, conservation groups, and civic or religious organizations.

   2. Special study sites and facilities, including arboretums, nature centers, farms of district cooperators, museums, parks, forests, historical places, and any other areas having unique combinations of natural resources.

   3. Grants, materials, and other help. Though competition is tough, at least three conservation districts have obtained grants under the National Environmental Education Act program. In two states, conservation districts can apply for state department of education environmental education grants. There are often many local groups that will provide small amounts of funds or materials needed for environmental education purposes.

   4. As an agency with special responsibilities for education, the Cooperative Extension Service can provide especially useful help to conservation districts in environmental education.

By looking systematically for help, the education committee may well discover that several other organizations have active environmental education programs. The conservation district needs to work cooperatively with such groups. By joining forces perhaps existing efforts could be expanded. The local parks and recreation agency may have an employee or a unique site that would make an excellent contribution to the conservation district's environmental education program. A conservation contractor might be willing to do a bit of free earth moving needed for creation of an outdoor classroom.

See Appendix B for a checklist of organizations, agencies, and others that need to be contacted to find out the kind and the extent of the help they might provide the conservation district.

3. Identify and check printed and audio-visual materials. Such materials range in quality from the good and educationally effective to the not so good and almost wholly propagandistic. Proper use and availability in adequate quantities of good environmental education materials are important factors in the success of environmental education efforts. Education committee members must know the substantive and educational value of materials they recommend to teachers and others.

   A good way to begin is to have a member of the committee assemble materials. Other members can then examine them for content, but several educators should be asked to evaluate the materials for potential usefulness to teachers.

   Appendix C provides a sample of sources of inexpensive environmental education materials and the addresses from which they may be secured.

   Appendix D gives addresses of suppliers of motion pictures and other audio-visual aids that may be rented or purchased.

   Appendix E is a list of periodicals that anyone engaged in environmental education should find useful.

   Appendix F is a list of some of the better books about use and care of the environment.

4. Identify teacher education opportunities in environmental education. Special attention must be given to improving opportunities for teacher and group leader training in environmental education because adequate preparation of teachers and leaders largely determines the degree of success in environmental education endeavors.

   Seldom are there enough readily available courses and workshops for teachers. The first priority is to use fully the good ones already being conducted. The state department of education

should be able to provide information about them. But it may be important that the education committee carefully study the potential for developing local courses and workshops.

If additional teacher education in environmental education is needed:

1. Nearby colleges or other institutions usually are interested in creating and offering courses and workshops for teachers. They could be offered in cooperation with the conservation district.

2. Most school districts have professional improvement programs for their teachers and in cooperation with the conservation district could well arrange and offer appropriate courses and workshops in environmental education.

3. Many universities will arrange extension courses taught by a qualified faculty member to a group of teachers in a local community.

An important responsibility of the education committee is to find out just what is being taught. Some workshops and courses are very good but some may even be detrimental to good environmental education. In all fairness, the education committee can't recommend that the district help teachers attend a course or workshop without some knowledge of the level of quality of that course or workshop.

5. Check out these sources for additional district personnel for environmental education.

1. A district may get personnel help for environmental education under a college or university work/study program (in which the individual works part time and goes to school part time) or an internship program (designed to provide a work/learning experience or college credit.)

2. A district might obtain a full time education coordinator under the Comprehensive Employment and Training Act (CETA).

3. The Young Adult Conservation Corps and the Youth Conservation Corps - both of which are project oriented and are generally limited to work on public lands.

4. The Green Thumb organization can provide supervisors, labor, and other help for improving environmental education facilities.

For the address of the persons directing the above programs in your state, contact the state administrative officer of the state soil and water conservation agency.

Goals, Objectives, and Guiding Principles for Environmental Education*

The goals of environmental education:

1. to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas

2. to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment

3. to create new patterns of behavior of individuals, groups and society as a whole towards the environment

The categories of environmental education objectives:

1. Awareness: to help social groups and individuals acquire an awareness of and sensitivity to the total environment and its allied problems

2. Knowledge: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of the environment and its associated problems

3. Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment, and the motivation for actively participating in environmental improvement and protection

4. Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems

5. Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems

Some guiding principles for environmental education:

Environmental education should:

1. consider the environment in its totality - natural and built, technological and social (economic, political, technological, cultural-historical, moral, aesthetic)

2. be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non-formal stages

3. be interdisciplinary in its approach, drawing on the specific content of each discipline in making possible a holistic and balanced perspective

*These were agreed upon by delegates from 66 nations attending the Intergovernmental Conference on Environmental Education in October 1977.

4. examine major environmental issues from local, national, regional and international points of view so that students receive insights into environmental conditions in other geographical areas

5. focus on current and potential environmental situations, while taking into account the historical perspective

6. promote the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems

7. explicitly consider environmental aspects in plans for development and growth

8. enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences

9. relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age, but with special emphasis on environmental sensitivity to the learner's own community in early years

10. help learners discover the symptoms and real causes of environmental problems

11. emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills

12. utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience

IV. Preparing the Conservation District's Environmental Education Program

Using the information gathered in the inventory of environmental education activities and needs as well as the data on kinds or extent of resources available, the conservation district education committee's next task is to prepare a realistic, coordinated environmental education program that meets real needs and is within the capabilities of the conservation district. To get an idea of what other conservation districts are doing in environmental education, see the list of activities--not programs--at the end of this section of the guide (on blue paper--page 15).

Priorities. Because a conservation district cannot tackle everything that needs to be done in environmental education, the education committee will have to sort the important activities from the less important. Establishing priorities is essential to make the best use of the conservation district's limited resources.

A program, not unrelated activities. To be effective, environmental education programs must have a coherent structure and continuity. Miscellaneous collections of unrelated bits and pieces of conservation information and short term, one-time activities cannot be called an environmental education program. The program that the committee plans and recommends to the conservation district board must be practical and educationally sound.

The first step. The education committee must first clearly state goals for the conservation district in environmental education. After stating long range goals, the education committee should state some current year program objectives that contribute toward achievement of each goal. Then, the committee will specify activities to accomplish the program objectives. It is important that the activities be stated so that progress toward them can be measured.

Be specific. A fourth and vital part of the program planning process is for the education committee to identify specifically who is going to do what part of each activity by a definite date. A suggested budget for each activity should be indicated. Explicit provisions for evaluating program elements at periodic intervals ought to be made while the program is being planned.

Timing. Particular attention needs to be given to planning elements of the program to take place in the proper sequence. Students cannot be expected to investigate a conservation problem unless they are aware that a problem may exist. Similarly, it serves no good purpose to invest a lot of time and money in helping a college establish courses and workshops for teacher training in environmental education if school districts do not hire teachers who have had such training or if teachers are not motivated to take advantage of the courses and workshops available.

An example of one possible element of a conservation district's environmental education program might look something like the one on the following page.

Coordinated Environmental Education Program _____ SCD

Long-Range Goal	Program Objectives This Year	Activities	Who, When, Where, Budget
1. Give every child opportunities to learn first hand the principles of soil, water, plant, and animal relationships.	1. Get elementary schools to initiate environmental education programs. 2. Help prepare teachers adequately to teach environmental education.	1. Start two outdoor classrooms on elementary school sites this year	Education Committee (Jim, Jane & Martha) with tech. help of D.C. Jones & teachers/students September $10
		2. Get five teachers to attend environmental education workshop this year	Education Committee (Bill & Carl) July Crossville or State 5 $50 scholarships
		3. Provide plant materials needed initially for one outdoor classroom this year	Education Committee (Jim & Jane) to arrange with D.C. Jones April $25 transportation
		4. Provide publications suggesting educational uses of outdoor classrooms	Education Committee (Martha & Dale) with help from district office and Extension September

2. Next long range goal, program objectives and activities

Program objectives and activities must fit together and reinforce each other. For example, another program objective under the goal stated above could be to get high school students involved in gathering data needed by the conservation district. The activity supporting that objective would be to get high school biology classes to collect information on water quality in ten farm ponds and in addition to making a report to the conservation district, share and explain their findings with elementary school teachers and students.

Presenting the proposed program to the conservation district board. Throughout the process of designing a conservation district environmental education program, an astute committee will have been continuously in touch with district board members. The board thus will readily understand the kinds of decisions to be made concerning approval or modification of all or parts of the proposed environmental education goals, policy statement, program, and budget the committee formally presents. The conservation district board will assign priorities to the program they adopt through their decisions on budget and allocation of personnel and other resources.

Environmental Education Activities for Conservation Districts*

Activities with Schools

1. Help schools establish outdoor classrooms
2. Help schools inventory school site resources
3. Help schools develop conservation plans for school grounds
4. Help schools locate community resources which can be utilized by classes
5. Work with local colleges or universities in developing environmental education (EE) programs:

   a. for pre-service teacher training
   b. for in-service teacher training workshops
   c. oriented to a broad range of student disciplines

6. Provide teacher scholarships to EE workshops
7. Assist in developing and carrying out teacher EE workshops
8. Help develop outdoor labs for teacher training
9. Help educational institutions develop and carry out EE programs for governmental officials and other adults
10. Sponsor a conservation bookshelf in a school or public library
11. Assist high schools and colleges with conservation career planning
12. Conduct conservation tours for teachers, school administrators, government officials, planners, clergymen and others
13. Get school administrators to appoint a teacher as EE coordinator in each school
14. Provide schools with trees for planting on Arbor Day and on other "plant a tree" occasions
15. Promote the use of SCSA booklets in schools and with your organizations
16. Provide or secure mini-grants to schools or youth organizations for conservation education projects
17. Meet in the field with superintendents of all schools in the district to introduce the idea of a comprehensive EE program in schools
18. Find land that can be used for school outdoor classrooms
19. Provide schools with EE curriculum guides or packets of EE information
20. Inform all local teachers of EE workshops and awards program opportunities in the state
21. Provide teachers with a list of community conservation activities which classes could undertake
22. Offer programs to schools which would involve students in "hands on" activity
23. Arrange to discuss EE at teacners' meetings
24. Hold a meeting for teachers and administrators to hear about content of teacher EE workshops
25. Assist in establishing an EE Advisory Council in each school district

*This list was compiled by conservation district directors and others at regional workshops conducted by NACD. Every activity is being carried out by a conservation district.

EE Publicity and Promotional Activities

26. Publish a conservation education newsletter for teachers and youth leaders
27. Promote enrollment in the NACD-Allis Chalmers Environmental Conservation Education Awards program
28. Prepare and show conservation displays at teachers' conventions, in local business establishments, at fairs, and elsewhere
29. Work with the media to get public recognition of conservation education activities in the district
30. Develop and distribute a brochure (or slide show) describing the conservation services available from all sources within the district
31. Hire a conservation education specialist (CETA or otherwise).
32. Promote Soil Stewardship Week, Arbor Day and similar events
33. Sponsor a conservation field day

Activities with Youth Organizations

34. Organize a District Youth Board
35. Help youth organizations which own or lease land to develop a conservation plan and a resource inventory
36. Sponsor conservation training classes for leaders and officials of youth organizations
37. Sponsor high school or youth Conservation Clubs
38. Assist with Scout Conservation Merit Badge programs
39. Provide or help secure scholarships to young people to attend conservation or range management camps
40. Help carry out conservation or range management camps
41. Sponsor range or land judging contests
42. Sponsor poster, speech, scrapbook or essay contests.

V. Carrying Out a Successful Education Program

After the conservation district board has adopted a policy and approved a district environmental education program, the effort of the education committee must focus on action to carry out the program. The success of the conservation district's program will depend largely on leadership by the education committee.

Organizing for action. Depending on the scope and complexity of the district's environmental education program, the education committee may need to be enlarged in order to carry out program activities effectively. Education committee members can recruit others to help do specific jobs and thus extend the number of hands and minds involved in district environmental education work.

A number of jobs need to be done simultaneously by the education committee. Those tasks include the following, and the education committee might consider splitting up the workload so that one member takes the leadership for:

1. Obtaining selected publications, teaching aids, and the like so that the conservation district has readily available appropriate environmental education materials to furnish to teachers, youth group leaders, adult classes, teacher workshops, and others.

2. Keeping up-to-date records and photographs of all district-assisted environmental education projects and activities.

3. Working with each school to organize and maintain active environmental education committees of teachers, students, and others who develop outdoor classrooms and learning trails, curriculum and project materials for different grade levels, and new ways of incorporating environmental understandings in all areas of study.

4. Helping organize and cosponsoring inservice teacher workshops where they are needed and stimulating teacher participation in existing workshops and courses, including arranging for scholarships for teachers to attend such workshops or courses.

5. Designing and arranging appropriate conservation field study trips and tours for teachers, adult and youth groups, and others. Selecting and arranging for use of appropriate environmental study sites by schools and other groups.

6. Stimulating youth organizations to include environmental education in their ongoing programs and providing training for youth group leaders; sponsoring Scout Conservation Explorer Posts; providing assistance on conservation management of youth group properties; and assisting with land judging contests and similar conservation learning experiences.

7. Providing leadership for organization and support of a conservation district youth board and serving as advisors to the youth board as it plans and carries out a conservation learning and action program.

8. Establishing and maintaining newspaper, radio, and television contacts to promote public understanding of environmental education and to publicize conservation district efforts in this area. Incorporating environmental education information in the regular conservation district newsletter and producing on a regular basis a conservation district idea sheet or newsletter to provide teachers, youth group leaders, and others with information on natural resources, conservation projects, and ideas for conservation learning experiences.

9. Encouraging and assisting organized adult groups and colleges to offer seminars, courses, and workshops on environmental issues and conservation problems.

10. Maintaining continuous communication with all education committee members and a calendar of environmental education meetings and activities for which reminders concerning specific responsibilities should be sent to committee members.

Getting help. The conservation district may want to employ a full or part time environmental education coordinator for the district. Potential sources of personnel were suggested at the bottom of page 10. It is important that the duties of such an employee of the district be clearly defined. See Appendix G for a sample job description for a conservation district environmental education coordinator.

Schools as district cooperators. Most schools are financed with public funds and have responsibility for real property. School sites and other properties ought to be models of conservation practice in the community. Conservation districts ought to make special efforts to help school boards conserve school properties. Because there are many good opportunities for learning involved in preparing and carrying out a conservation plan, the conservation plans for school properties (including outdoor classrooms) ought to be designed and assembled so they can be used as teaching/learning aids. See Appendix H for a sample memorandum of agreement between a school district and a conservation district.

School districts must be encouraged to continue the conservation efforts for which the conservation district has provided assistance. One way of getting a continuing commitment is for the school district to have written policy on the subject. See Appendix I for a sample school policy statement on outdoor classrooms that a school district might be encouraged to adopt.

District mini-grant program. Some conservation districts have established successful mini-grant programs of small cash grants from district or donated funds to help teachers implement innovative ways of teaching conservation or support special class projects that would otherwise not

be possible. Mini-grants would usually range from $15 to $50 and the grant application should be very simple so that neither teachers nor the district would be burdened with unnecessary details.

The conservation district education committee will need to develop the procedures, guidelines, and award criteria for a district mini-grant program that meets local needs. Among criteria and guidelines for a mini-grant program, consider:

1. Whenever possible, the environmental education activity or project was planned and is to be carried out with the help of students

2. The school principal or superintendent approves the mini-grant application

3. Relation of activity for which mini-grant is requested to the school's overall environmental education program

4. Other potential (and current) sources of funds for the project

5. Policy on whether or not mini-grants would be for one-time projects and/or for continuing activities

6. Kinds of projects and activities to be given preference in awarding mini-grants. Included among potential projects would be: (a) projects by teachers, such as curriculum development, printing teaching guides, testing new techniques for evaluating an activity, innovative lesson plans, special study outlines for research or reports, unique teaching aids, and (b) school site projects, such as permanent plantings and development of learning stations; printing student publications, such as plays, poems, and reports about the environment; cassettes for oral history programs on use of local natural resources, and special materials needed for field studies.

See Appendix J for a sample mini-grant application.

Opening and maintaining communication channels. A successful conservation district environmental education program depends on continuous, clear, and accurate communication with several audiences. The education committee of the conservation district will have to give special attention to the whole area of communication.

1. It is vital for the district education committee and the school or youth group the district will assist to have clear understandings of their roles and responsibilities. Before starting the action phase of a continuing project or activity, the education committee (or committee members assigned leadership for working with schools or youth groups) ought to have one or more meetings with appropriate people from the school system or

other group. The outcome of such a meeting should be complete agreement on the kinds, extent, and timing of help the conservation district will provide and the efforts and outcomes the group to be assisted will make and expects in starting or extending its enviornmental education activities. See Appendix K for a sample agenda for that kind of meeting.

2. Smooth operation of a continuing communication network among the agencies and organizations assisting the conservation district and the district education committee is essential. The good working relationships established when the education committee inventoried the firms, agencies, and people who would help the district with its environmental education program will pay off many times over as the planned program is carried out and the inevitable problems and crises occur. Being able to make a couple of quick phone calls to those who can give immediate help in problem resolution will keep a small crisis from becoming a permanent barrier to progress. Knowing whom to call does wonders for the self confidence of education committee members.

3. Communication among district education committee members and with members of the conservation district board must not be taken for granted. Definite procedures for internal communication need to be established. Committee members and others need to be reminded of meetings, newsletter items must arrive before deadline, and plant materials intended for an April project that arrive in July are worse than useless for educational purposes.

   Carrying a coordinated environmental education program from drawing board through the various stages of development on a realistic schedule depends on good communication. Allowing a piece of such a program to lag because the communciation system failed often means a tripling of work to regain interest and support for the program.

4. After work begins on any part of the district's environmental education program, communication through newspapers, television, and radio becomes increasingly important to maintain program momentum and improve the chances for success. Photos, slides, and fact sheets on the work done by teachers, students, youth groups, and conservation agencies and organizations should be ready to go when the timing is right. Do not wait until schools close in the spring to tell the media about an outdoor classroom project in wildlife habitat improvement that took place in October. Remember, all media need some lead time if they are to cover awards ceremonies, announce contests and meetings, or report on seasonal outdoor learning activities and special meetings and speakers.

5. A growing number of conservation districts are finding that a special environmental education newsletter issued on a regular basis by the district is a valuable tool in the district's

environmental education efforts. Such a newsletter opens up many channels of communication with teachers, youth group leaders, and others. To be effective, it must have relevant substantive content, be produced on a regular schedule, and have a consistent style and format to insure its ready identification by the recipients. For information on the mechanics of preparing and publishing a newsletter, take a look at the NACD booklet "Notes About Newsletters."

Awards and recognition. Every person and organization enjoys a pat on the back now and then. The entire community benefits from the stimulus to extra effort that results from recognition of exceptional achievement.

Conservation districts can make good use of national awards progams in many ways. Education committee members should direct the attention of teachers to such programs and provide them with entry forms. They should also encourage teachers and students to get an early start on entry preparation, review the judging criteria with them, and offer other help necessary to develop a quality entry.

In the annual NACD-Allis Chalmers Environmental Conservation Education Awards program, conservation districts have a ready-made prestige recognition program. Whenever you spot a likely candidate for the conservation teacher of the year award in the program, give a little special emphasis to work with that teacher and build a file of photographs and notes on his or her work in environmental education. It may take a couple of years to help a potential candidate become a winning entrant.

Use the NACD-Allis Chalmers Environmental Conservation Education Awards program in every way possible to attract attention to conservation district efforts in environmental education. See Appendix L for sample news releases and suggestions for promoting that awards program in your district. Appendices M and N are the teacher and conservation district entry forms for the program. Replace Appendices M and N with the new entry forms from NACD each year.

A conservation district needs its own recognition program. Awards categories could be set up to match the principal environmental education activities sponsored or assisted by the district. Public recognition should not be limited to winners. Each teacher and student that enters a competititon should be recognized and each school that develops and maintains an outdoor classroom can be given a certificate of participation. Providing trees, shrubs, seeds, or tools, are one way of recognizing a job well started and of focusing public attention on environmental education in schools and youth groups.

In any recognition program, the presentation of awards should always be made before audiences that include the recipient's peers, even though that may mean presenting the award a second time in public. Do everything possible to make the awards ceremony a significant occasion so that it will be remembered.

Enlisting youth. If the programs that conservation districts have begun so well are to continue, many more young people need to be involved now in the conservation movement. A conservation district can make the most of the energy, enthusiasm, and creativity of young people by encouraging formation of a district youth board. With a little support from the district education committee, the youth board can take on significant community improvement projects and can gather information useful in current district programs, all the while learning about proper use and care of natural resources.

Youth board members can help inform the public about environmental issues and potential problems. By working with younger children in environmental studies they can often stimulate the curiosity of slow learners and inspire creative youngsters to look for new answers to old questions. The first principle to keep in mind when working with a district youth board is to give young people freedom to explore their own ideas, try new methods, and examine alternatives. Thys must not be regarded as runners of errands but be given opportunities to question, to learn, and even to disagree.

Keeping up-to-date. In order to be effective in helping others learn about the from their environment, the conservation district education committee will need to keep abreast of new developments in environmental education. Education emphases and environmental issues change. The members of the education committee need to read current magazines and other publications and to view current motion pictures if they are to keep the district's environmental education program in a contemporary vein.

Environmental education in schools today is quite different from the efforts made in the 1970 Earth Day context. Ten years hence there will have been more significant changes as new knowledge is generated and new conservation technologies are developed. Young people are acutely aware of shifts in emphasis even though the main focus of environmental education remains that of learning to take good care of the earth.

Conservation for the long term. A successful conservation district environmental education program that helps people think intelligently and act rationally concerning use and care of natural resources will bring benefits to the community and the nation for generations.

As members of the district education committee go about their work they can extend their influence by encouraging and helping outstanding students plan for careers in any of the many disciplines required for good management of soil, water, and related resources.

For a conservation district, doing environmental education successfully means following a consistent pattern of careful planning and constant searching for new ideas and activities to stimulate further efforts on the part of teachers, young people, and adults. It means ruthlessly honest evaluation of each and every part of a program as measured against district goals. It means that the scope of environmental understanding in the community has been broadened so that all citizens are committed and participate in maintaining and improving the environment. And that is what the conservation district program is all about!

Survey of Current School Environmental Education Programs and Needs

Examples of questions to ask in each school district:

1. Does the school district have a written policy for environmental education?

2. Who in the school district has specific responsibility for environmental education programs? Duty hours per week spent on environmental education? Are there individual school coordinators?

3. What environmental education materials are available to teachers? Give examples of sources.

4. Has the school district or an individual school prepared and used any curriculum guides or study materials to meet local needs?

5. How many teachers have received environmental education training in the last 2 years? What kind of training?

6. What kind and how much community support is given environmental education in local schools?

7. What opportunities are provided students for field trips and community studies?

8. At what grade levels in elementary schools is environmental education a part of the regular course of study? List kinds of activities by grade level.

9. In secondary schools, at what grade levels and in which courses are environmental studies include in the curriculum?

NOTES:

Similar questions might be asked of colleges and universities in order to ascertain their involvement in environmental education.

Individual School Record of Environmental Education Efforts and Potentials

Name of School_____Grade levels_____

Address_____Telephone_____

School District_____Public_____Private_____

Principal/Person in charge_____

Number of Students_____Number of teachers_____

School year: from_____ to _____

School location:

Size of school property:

Obvious conservation problems on school site:

General description of school environmental education program.

Most important needs of school in order to initiate or extend environmental education program:

Environmental Education contact:_____

Estimated amount of time spent on environmental education?_____

School staff interested in teaching environmental education

Name	Title	Class(es)

Head, Custodial staff:_____

Outdoor classroom on site: Yes___ No___ At another location: Yes___ No__

a. Is there a conservation plan for the school site?_____
b. Is there a long range plan for the outdoor classroom?_____
c. What role do students have in planning outdoor classroom projects?

_____

_____

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Potential Sources of Help for a Conservation District Environmental Education Program

In every community there are many sources of different kinds of assistance that a conservation district might tap to carry out a successful environmental education program. Add others to this general checklist of potential sources of help. Get information about the kind and extent of help each source might provide for district programs.

Governmental agencies, local, state, and federal offices:

Agency Name	Kind and Extent of Help
City/County Department of Recreation	
City/County Department of Parks	
City/County Board of Education	
Libraries	
City/County Health Department	
State Department of Education	
Grazing District	
State Soil Conservation Agency	
State Forestry Agency	
State Department of Fish & Wildlife	
Bureau of Land Management	
National Park Service	
Forest Service	
Soil Conservation Service	
Environmental Protection Agency	
Extension Service	
Corps of Engineers	
Tennessee Valley Authority	
Irrigation District	

Conservation and environmental organizations, local units

Organization Name	Kind and Extent of Help
Izaak Walton League	
Nature Conservancy	
Watershed Association	
Fishing and Hunting Club	
Audubon Society	
Wilderness Society	
Sierra Club	
Garden Clubs	
_____	
_____	
_____	

Community service and professional organizations, local units

Soil Conservation Society of America	
American Society of Range Management	
Society of American Foresters	
Parent-Teacher League	
General Federation of Womens Clubs	
League of Women Voters	
Farm Bureau, National Farmers Organization, The Grange	
Rotary, Lions, Kiwanis	
Girl Scouts, Boy Scouts, 4-H, FFA, Camp Fire Girls	
Senior Citizens Groups	

Commerical organizations

Name	Kind and Extent of Help
Conservation contractors	
Banks	
Seed and garden suppliers	
Machine & implement dealers	
Cooperatives	
Communication organizations	
Chamber of Commerce	
_____	
_____	

Religious organizations, individuals, and others

_____

_____

_____

_____

_____

_____

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Some Sources of Inexpensive and Free Environmental Education Materials

Any compilation of published materials quickly goes out of date because new publications are produced and others are not reprinted. The following list of sources of materials includes some federal government agencies and a few private sources. Generally, materials produced by public agencies are available free.

Among the several compendiums of sources of information on materials available from government and private organizations, two of the good ones are:

"Free and Inexpensive Learning Materials" $3.50. Office of Educational Services, George Peabody College for Teachers, Nashville, Tennessee 32703

"A Selected Annotated Environmental Education Bibliography for Elementary, Secondary, and Post-Secondary Schools" 340 pp. $3.25. Center for Environmental Studies, Morehead State University, Morehead, Kentucky 40351.

The Educational Resources Information Center, funded by the National Institute of Education, Department of Health, Education and Welfare, supports clearinghouses for educational materials from many sources. A clearinghouse for environmental education materials is maintained in cooperation with The Ohio State University. All materials from that clearinghouse are available in microfiche or paper copy for a specified price. In some states, local schools have access to ERIC through the state department of education or intermediate school districts. For information about materials from the ERIC system, write to: ERIC Information and Analysis Center for Science, Mathematics and Environmental Education, The Ohio State University, Room 310, 1200 Chambers Road, Columbus, Ohio 43212.

Federal government agencies that have useful environmental education materials, usually available free, are:

Forest Service, U.S. Department of Agriculture, Washington, D.C. 20250.

"Investigating Your Environment" (lesson plans and teaching aids)
"Suggestions for Incorporating Forestry Into the School Curriculum"
"Investigating Your Community Environment"

Soil Conservation Service, U.S. Department of Agriculture, P.O. Box 2890, Washington, D.C. 20013

"Outdoor Classrooms on School Sites"
"An Outline for Teaching Conservation in Elementary Schools"
"Teaching Soil and Water Conservation", A Classroom & Field Guide"
"Conservation and the Water Cycle"
"Conquest of the Land Through 7,000 Years"
"Early American Soil Conservationists"
"Environmental Education in Action I"
"Environmental Education in Action II"
"Environmental Education in Action III"

Office of Coastal Zone Management, National Oceanic and Atmospheric Administration, U.S. Department of Commerce, 3300 Whitehaven Street, N.W. Washington, D.C. 20235

"Coastal Awareness Resource Guides for Teachers in Elementary Science"
"Coastal Awareness Resource Guides for Teachers in Junior High Science"
"Coastal Awareness Resource Guides for Teachers in Senior High Science"

Army Corps of Engineers, Recreation and Resource Management Branch, Federal Building, 1000 Liberty Avenue, Pittsburgh, Pennsylvania 15222

"Eco-Meet" (program designed for students, grades 1-12)

Office of Education, Labor, and Business Affairs, Department of Energy, Washington, D.C. 20545

"Energy Conservation: Understanding and Activities for Young People"
"My Energy World"
"Energy Conservation in the Home"
A wide array of other materials have been produced, including a source book for background information for teachers on energy/environment, a five volume inventory of energy education materials, and a film list for teachers.

Bureau of Land Management, U.S. Department of the Interior, Washington, D.C. 20240

"All Around You" (workbook and guide)

Department of Housing and Urban Development, 451 Seventh Street, S.W., Washington, D.C. 20410

"Environment, Growth, Land Use" (HUD-468-PDR)
"A Land Use Resource List Emphasizing Community Development" (HUD-412-A)

Fish and Wildlife Service, U.S. Department of the Interior, Washington, D.C. 20240 (Publications sold by Jenny Publishing Co., 57 Queen Avenue South, Minneapolis, Minnesota 55405)

"We Can Help" (teachers guide)
"Outdoor Classrooms" (activity guides)
"Environmental Education Methods for Teachers" (college)

National Park Service, U.S. Department of the Interior, Washington, D.C. 20240

"Teachers Resource Book" (grades K-12)
"Adventures in Environment" (for each grade, 3-6)
"Adventures in Environment" (teachers guide)
"Exploring Your Environment" (student outdoor book, for each grade, 3-6)
"Environmental Education; Reference Sources for Development of Programs and Sites"

Environmental Protection Agency, 401 M Street, S.W., Washington, D.C. 20460

A variety of different background publications providing information on environmental problems are available.

The National Association of Conservation Districts is an affiliate of The Alliance for Environmental Education. Most of the affiliates of the Alliance produce materials used in environmental education programs. They will provide lists and samples of available materials on request.

NACD has several printed and audio-visual items available to conservation districts for environmental education programs through its office in League City, Texas. Among those items are a series of teachers guides entitled "People and Their Environment", "Ideas for Action in Environmental Education", "An Environmental Action Guide", "America's Conservation Districts", "A District Program for Youth", and slide/tape shows on programs of conservation districts and teachers who have won awards in the NACD-Allis Chalmers competitions.

Affiliates: Alliance for Environmental Education

American Association of State Colleges and Universities
Suite 200, 1 Dupont Circle
Washington, D.C. 20036

American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20036

Director of Education
American Forest Institute
1619 Massachusetts Avenue, N.W.
Washington, D.C. 20036

American Gas Association
1515 Wilson Blvd.
Arlington, Virginia 22209

American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006

American Nature Study Society
613 Riversville Road
Greenwich, Connecticut 06830

American Society for Environmental Education
33 Mill Road
Durham, New Hampshire 03824

Association for Outdoor and Environmental Education
9616 Vernharden Street
Gig Harbor, Washington 98335

Conservation Services
Boy Scouts of America
North Brunswick, New Jersey 08902

Conservation Education Association
Department of Environmental Sciences
University of Wisconsin
Green Bay, Wisconsin 54302

Edison Electric Institute
90 Park Avenue
New York, New York 10016

Foresta Institute
6205 Franktown Road
Carson City, Nevada 89701

Girl Scouts of the U.S.A.
Program Department
830 Third Avenue
New York, New York 10022

Humane Society of the United States
Norma Terris Humane Education Center
P.O. Box 98
East Haddam, Connecticut 06423

International Council on Health, Physical Education, and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

Izaak Walton League of America
Suite 806, 1800 North Kent Street
Arlington, Virginia 22209

League of Women Voters of the U.S.
1730 M Street, N.W.
Washington, D.C. 20036

Massachusetts Audubon Society
Education Division
Lincoln, Massachusetts 01773

National Association of Conservation Districts
P.O. Box 297
Solebury, Pennsylvania 18963

National Association for Environmental Education
316 Gym, VPI & SU
Blacksburg, Virginia 24061

National Audubon Society
950 Third Avenue
New York, New York 10022

National Council for Geographic Education
Department of Social Science Education, Dudley Hall
University of Georgia
Athens, Georgia 30602

National Council for Social Studies
Suite 306, 2030 M Street, N.W.
Washington, D.C. 20036

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Parks and Conservation Association
701 18th Street, N.W.
Washington, D.C. 20036

National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Wildlife Federation
Education Division
8975 Leesburg Pike
Vienna, Virginia 22180

The Nature Conservancy
Suite 800, 1800 North Kent Street
Arlington, Virginia 22209

Soil Conservation Society of America
7515 Northeast Ankeny Road
Ankeny, Iowa 50021

United Auto Workers
Conservation Department
8000 Jefferson Avenue
Detroit, Michigan 48214

Western Regional Environmental Education Council
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Wildlife Management Institute
709 Wire Building
1000 Vermont Avenue, N.W.
Washington, D.C. 20005

Zero Population Growth
Suite 603
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Selected Motion Picture and Filmstrip Distributors

Motion pictures, filmstrips, and slide/tape shows are available from numerous commerical firms, private organizations, and educational groups. Preview prints and catalogs often are available without charge.

The NACD Environmental Film Service, P.O. Box 855, League City, Texas, has a variety of motion pictures and slide/tape shows. A free catalog is available.

All land grant colleges and universities have motion picture distribution units. Contact the State Cooperative Extension Service for a catalog.

Academy Films
748 North Seward Street
Hollywood, California 90039

Contemporary Films
McGraw Hill Company
330 West 42nd Street
New York, New York 10036

Coronet Films
Coronet Building
Chicago, Illinois 60601

Encyclopedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois 60611

Environmental Protection Agency
contact regional offices

Farm Film Foundation
Southern Building
Washington, D.C. 20005

Learning Corporation of America
771 Fifth Avenue
Seattle, Washington 98109

Modern Talking Pictures, Inc.
2323 New Hyde Park Road
New Hyde Park, New York 11040

National Audubon Society
1130 Fifth Avenue
New York, New York 10028

National Geographic Society
1145 17th Street, N.W.
Washington, D.C. 20036

National Aeronautics & Space Administration
Educational Programs Division FE
Washington, D.C. 20546

Pyramid Films
Box 1043
Santa Monica, California 90406

Shell Oil Company
450 North Meridian Street
Indianapolis, Indiana 46204

Society for Visual Education
1345 Diversy Parkway
Chicago, Illinois 60614

Stuart Finley, Inc.
3428 Mansfield Road
Falls Church, Virginia 22041

Time-Life Films, Inc.
43 West 16th Street
New York, New York 10011

U.S. Department of Agriculture
Photography Division
Washington, D.C. 20250
(slide sets only; for sale only)

PERIODICALS

Listing of periodicals dealing with environmental education or related topics of interest to teachers and youth.

Journal of Outdoor Education
Northern Illinois University
Box 299
Oregon, Illinois 61061
Published twice annually
Free *(teachers)

The Kansas School Naturalist
The Division of Biological Sciences
Emporia Kansas State University
Emporia, Kansas 66801
Published quarterly
Free *(teachers)

Curious Naturalist
Massachusetts Audubon Society
Lincoln, Massachusetts 01773
Published monthly
Annual - $4.00 *(youth)

Nature Study
American Nature Study Society
R.D. 1
Homer, New York 13077
Published quarterly
Member subscription *(teachers)

Ranger Rick
National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036
Published monthly
Membership in Ranger Rick's Nature Club, $7.00 annual dues
*(youth)

Conservation News
National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036
Published twice a month
Free *(teachers)

National Geographic World
National Geographic Society
Dept. 00278
1145 16th Street, N.W.
Washington, D.C. 20036
Published monthly
Annual - $5.85 *(youth)

Journal of Geography
National Council for Geographic Education
University of Houston
Houston, Texas 77004
Published during school year
Member subscription *(teachers)

Soil Conservation
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Published monthly
Annual - $6.85 *(teachers)

Science and Children
National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, D.C. 20009
Published during school year
Member subscription *(teachers)

EPA Journal
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Published monthly
Annual - $10.00 *(teachers)

*(Denotes audience)

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List of Books

This is a selected list of books useful for environmental education. It includes recently published books and some older volumes now considered classics. The list is divided into grade-level categories.

High school students and adults

1. "The Living Landscape" by Paul B. Sears. 1966. Basic Books, Inc., New York, NY

2. "Environmental Education, Strategies Toward A More Livable Future" by James A. Swann and William B. Stapp. 1974. Halsted Press, New York, NY

3. "Design With Nature" by Ian L. McHarg. 1971. Natural History Press, Garden City, NY

4. "Plants, Man and the Ecosystem" by W. D. Billings. 1970. Wadsworth Publishing Co., Inc., Belmont, CA

5. "Sand County Almanac" by Aldo Leopold. 1966, reissued 1977. Ballantine Books, Inc., New York, NY

6. "Silent Spring" by Rachel L. Carson. 1962. Fawcett Publications, New York, NY

7. "Energy, Environment, Populations, and Food: Our Four Interdependent Crises" by George L. Tuve. 1976. (A Wiley-Interscience Publication) John Wiley & Sons, Inc., New York, NY

8. "Fundamentals of Ecology" by Eugene P. Odum. 1971. (3rd ed.) W. B. Saunders Company, Philadelphia, PA

9. "Ecology and the Quality of Our Environment" by Charles H. Southwick. 1976. D. Van Nostrand Co., New York, NY

10. "Nature and the American, Three Centuries of Changing Attitudes" by Hans Huth. 1957; reissued 1972 by University of Nebraska Press, Lincoln, NB

11. "To Live on Earth: Man and His Environment in Perspective" by Sterling Brubaker. (A Resources for the Future Study) 1972. Johns Hopkins Press, Baltimore, MD

12. "Water, a Primer" by Luna B. Leopold. 1974. W. H. Freeman & Co., San Francisco, CA

13. "Living Earth, the Story of the Marvelous Abundance and Complexity of Life Within the Soil Beneath Us" by Peter Farb. 1959. Harper & Row, New York, NY

14. "Ten-Minute Field Trips: Using the School Grounds for Environmental Studies" by Helen Ross Russell. 1973. J. G. Ferguson Co., Chicago, Ill.

15. "American Environment, Readings in the History of Conservation" by Roderick Nash. 1976 2nd ed. Addison-Wesley Publishing Co., Menlo Park, CA

Kindergarten - Grade 3

16. "Dining on a Sunbeam, Food Chains and Food Webs" by Phyllis Busch. 1973. Four Winds Press, Scholastic Magazines, Inc., New York, N.Y.

17. "Beneath Your Feet" by Seymour Simon. 1977. Walker & Co., New York, NY

18. "Green is for Growing" by Winifred and Cecil Lubell. 1964. Rand McNally & Co., Chicago, IL

19. "The Hidden World, Life Under A Rock" by Laurence Pringle. 1977. Macmillan Publishing Co., New York, NY

20. "Living Things" (Science Experiences) by Jeanne Bendick. 1969. Franklin Watts, Inc., New York, NY

21. "Discovering Plants" by Glenn O. Blough. 1966. McGraw Hill Book Co., New York, NY

22. "Soil, A Field Trip Guide" by Helen Ross Russell. 1972. Little, Brown & Co., Boston, MA

23. "Guess What Grasses Do" by Barbara Rinkoff. 1971. Lothrop, Lee & Shepard, New York, NY

24. "City Lots: Living Things in Vacant Spots" by Phyllis S. Busch. 1970. World Publishing Co.

25. "Water, A Field Trip Guide" by Helen Ross Russell. 1973. Little, Brown & Co., Boston, MA

Grades 4 - 6

26. "The World Beneath Our Feet, the Story of Soil" by Martin L. Keen. 1974. Julian Messner, Inc. (Simon and Schuster) New York, NY

27. "Wild Green Things in the City, A Book of Weeds" by Anne Ophelia Dowden. 1972. Thomas Y. Crowell Co., New York, NY

28. "Chains, Webs, and Pyramids: The Flow of Energy in Nature" by Laurence Pringle. 1975. Thomas Y. Crowell, New York, NY

29. "Exploring a Brook, Life in Running Water" by Winifred and Cecil Lubell. 1975. Parents Magazine Press, New York, NY

30. "Dams: Water Tamers of the World" by Bernice Kohn Hunt. 1977. Parents Magazine Press, New York, NY

31. "About Grasses, Grains, and Canes" by Belvin John Uhl. 1964. Melmont Publishers, Inc., Chicago, IL

32. "City and Suburb, Exploring an Ecosystem" by Laurence Pringle. 1976. Macmillan Publishing Co., Inc., New York, NY

33. "The Fantastic World of Ants; A Microview of Earth's Most Ingenious Insect" by Herbert Molloy Mason, Jr. 1975. David McKay Co., Inc., New York, NY

34. "Sun Power" by Norman F. Smith. 1976. Coward, McCann and Geoghegan, Inc., New York, N.Y.

35. "The Survivors: Enduring Animals of North America" by Jack Denton Scott. 1975. Harcourt Brace Jovanich, New York, NY

Junior High School

36. "The World of the Woodlot" by Thomas D. Fegely. 1975. Dodd, Mead & Co., New York, NY

37. "Seasons of the Salt Marsh" by David Alan Gates. 1975. Chatham Press, distributed by E. P. Dutton & Co., Inc., New York, NY

38. "Nature in the City" by John Rublowsky. 1967. Basic Books, Inc., New York, NY

39. "Sea Around Us" Rachel Carson. 1954. New American Library, New York, NY

40. "Our Hungry Earth; The World Food Crisis" by Laurence Pringle. 1976. Macmillian Publishing Co., Inc., New York, NY

41. "Ecology (A Golden Guide)" Vera Webster, ed. 1973. Western Publishing Co., Inc.

42. "Roots are Food Finders" by Joseph Low. 1975. Thomas Y. Crowell, New York, NY

43. "First Book of Soils" by William H. Matthews III. 1970. Franklin Watts, Inc., New York, NY

44. "What Good is a Weed? Ecology in Action" by Robert H. Wright. 1972. Lothrop, Lee & Shepard, New York, NY

45. "Keep Earth Clean, Blue and Green", Environmental Activities for Young People by George and Grace Hennings. 1976. Citation Press, New York, NY

Sample Job Description for District Environmental Education Coordinator

A job description should state clearly the duties and responsibilities of the person who is to perform the job. Ideally, it should contain a list of the knowledges, skills, and abilities required to do the job at a specified level of competence. A district might modify to suit local conditions this sample job description for a person employed under CETA or other programs on a full time basis to do environmental education work.

--Keep a record of environmental education programs and activities in all public and private schools and those conducted by conservation and civic organizations in the conservation district

--Keep current a comprehensive list of resource agencies, individuals, organizations, and others who can assist with environmental education programs and activities

--Keep current a comprehensive list of learning sites, printed and audio-visual materials, and other resources useful to schools and organizations for environmental education programs

--Stimulate elementary and secondary schools to initiate and strengthen environmental education programs and activities; encourage the formation of school environmental education committees; and provide direct assistance to schools in planning and establishing outdoor learning areas (bringing in the appropriate technical assistance from agencies and others) and in carrying out effective programs in environmental education

--Stimulate the development of environmental programs and activities by youth-serving groups, such as Boy Scouts, Girl Scouts, 4-H, FFA, Camp Fire Girls; provide direct assistance on environmental education endeavors to such groups; and assist with the Youth Board of the conservation district

--Prepare a monthly district newsletter for school and youth group leaders containing specific suggestions for environmental education projects and lessons

--Stimulate, help organize, publicize, and participate in teacher training in environmental education through workshops, seminars, and other means

--Use all media to publicize good environmental education projects and programs in the district

--Attend conservation district board meeting; make special reports as assigned; serve as consultant to the conservation district environmental education committee; and submit weekly reports of progress to the conservation district administrative officer and board chairman

Sample Memorandum of Agreement

The _____ Conservation District,

(office address) _____

and

The _____ School District,

(office address) _____

enter into this agreement on (date) to cooperate in discharging their responsibilities for planning and developing school properties to conserve natural resources, control erosion and sedimentation, improve the physical environment on school-controlled lands, enhance the over-all beauty of school properties, and provide environmental education opportunities for students.

The _____ Conservation District agrees to:

1. Give priority to assistance on developing conservation and land use plans for school properties as requested by the school district; give priority to making detailed soil investigations of new school sites as requested by the school district; and furnish the school district with basic soils information and interpretations as needed for planning and other purposes.

2. Provide information and technical assistance to the school district for planning and installing outdoor classrooms on school or other sites and for planning and carrying out such environmental education projects as environmental learning trails, design and construction of small marshes and ponds for aquatic studies, and plantings for instructional, beautification, and other purposes.

3. Arrange conservation field study tours for teachers and school officials as requested and provide information on environmental education study sites for students.

4. Assist in organizing and promoting teacher training workshops and courses in environmental education.

The _____ School District agrees to:

1. Develop and implement conservation and land use plans for all school properties as quickly as possible; use soils information and interpretations in making decisions on location of school building sites; and implement conservation district recommendations and information on control of erosion, water management, vegetative plantings, and conservation measure maintenance before, during, and after any construction on school property.

2. Develop outdoor classrooms for environmental studies on appropriate school sites and provide environmental education learning experiences throughout the curriculum to the maximum extent feasible.

3. Encourage and support teacher participation in workshops, courses, seminars on environmental education.

It is mutually agreed that neither the conservation district or the school district is bound by any obligation in this agreement involving expenditure of funds. Modifications in this agreement may be made in writing by mutual consent and the agreement may be terminated at any time by mutual consent or by either party giving the other party 90 days prior written notice of date of termination.

_____ Conservation District

By _____, Chairman
Name Title

_____ School District

By _____, _____
Name Title

Sample School District Policy on Outdoor Classrooms

It shall be the policy of the _____ school district of _____ county, State of _____, that:

1. The sites on which schools are located are fully as important to the educational process as school buildings, laboratories, libraries, etc; each site should have educational specifications developed for it in the same way that educational specifications are developed for other learning facilities.

2. The outdoor classroom or environmental learning laboratory is recognized as an integral part of the school program and its environmental studies programs are recognized as part of the school curriculum; each outdoor classroom or environmental learning laboratory shall have educational specifications developed for the environmental studies program.

3. The _____ district school shall budget public funds for developing the educational use of the outdoor laboratory to increase understanding of ecological processes that enable people to make proper use of natural resources for their needs and take proper care of the environment.

4. The Board of Education shall establish a permanent resource inventory of each school site that includes information on soil, vegetation, wildlife habitat, unique environmental qualities, water availability, and existing natural features.

5. After establishment of an outdoor laboratory through the development of a conservation plan, continuing annual review of the program is to be made based on:

a. Maintaining the educational and resource management objectives of the conservation plan.
b. Recorded use of the outdoor laboratory during the previous year, and evaluation of impact on the site.
c. Presentation of planned educational use of the site for the ensuing year.

6. During the design, development, and construction of any learning site or facility in the outdoor laboratory, the builders shall be required to comply with local, state, and national regulations regarding pollution of air, water, soil, and the protection of environmental study sites such as trees, special plantings, etc. Any construction shall be accomplished under the supervision of professional natural resource specialists.

7. It is the intent of the Board of Education not only to adhere to the following general procedures for outdoor laboratory design and development on new schools sites, but also to bring present sites up to specifications to the fullest extent possible, within a reasonable time, and to continually maintain all sites and outdoor laboratories within the school district in accordance with those guidelines.

8. To this end, the Board of Education will make every effort within the next 5 years to bring present school sites up to outdoor classroom specifications as detailed in:

a. The Comprehensive Master Plan
   Resource inventory
   On site technical assistance plan
   Site development plan
   Follow up technical assistance plan

Application for Conservation District Mini-Grant

Return completed application to Conservation District office before (date)

Name of teacher _____

Complete address _____

Telephone numbers _____

Do Not Film This Page

Grade level _____ Subject or area of study _____

Name of school _____

Amount requested $ _____

1. Describe purpose for which mini-grant is to be used. Include information on how this project or activity fits into overall environmental education program and include information on sources and amounts of other funds committed to this project or activity.

_____

_____

_____

_____

2. Location of activity or project _____

_____

3. What are two of the most important student learning objectives and how will students be involved in this project or activity?

_____

_____

_____

4. Is this mini-grant to satisfy a one-time need or will there be continuing need for funds for this project or activity?

_____

Do Not Film This Page

_____ _____

Signature of school principal Date

Mini-grant approved by (signature of authorized conservation district official)

Suggestions for Meeting of Conservation District Education Committee and Group to Be Assisted

It is important there there be clear understanding between the conservation district's education committee and the different groups that the district will assist with environmental education activities.

At any such meeting, appoint a recorder to take notes to share later with those attending the meeting. Allow plenty of time for questions, comments, suggestions, and discussion among participants in the meeting. An agenda for an initial meeting might include the following items:

1. A brief explanation of the purpose of the meeting by the conservation district education committee chairman.

2. Briefly summarize the general status of environmental education in the conservation district as revealed by the survey made in planning the district environmental education program.

3. Review the kinds of help, information, and materials that can be provided by the conservation district for environmental education activities including assistance available from various resource agencies and organizations.

4. Group visit to an outdoor classroom or quick walk around school site or other area with conservation district education committee member pointing out some opportunities for learning sites. If visit to site not feasible, have slide-tape presentation on outdoor classrooms or similar environmental education endeavors.

5. Develop a tentative outline for initiating the environmental education activity or for each of the schools or units of groups represented at the meeting.

    a. Agree on a tentative time schedule for specific actions on activities and projects by schools or other groups and by the conservation district.

    b. Indicate specific individuals who will take responsibility for different tasks.

    c. Consider the costs involved in the project or activity.

    d. Consider how and where teachers or leaders will get training for teaching environmental education.

    e. Note any special problems or needs revealed during the discussion.

6. Come to agreement on the steps that will be taken to start the environmental education project, activity, or program, including specific assistance the conservation district will provide and the efforts teachers or group leaders will make to develop curriculum and incorporate environmental emphases into studies at different grade or unit levels.

Suggestions for Promoting the NACD-Allis Chalmers Environmental Conservation Education Awards Program

General:

One of the most important aspects of the NACD-Allis Chalmers Environmental Conservation Education Awards is the opportunity it gives the local conservation district to let all the people in the community know about the district's concern for good environmental education and the work of the district. Such an information effort also helps to establish the conservation district as an accessible source of conservation data and help for the community and to demonstrate the district's participation in the community's education endeavors.

District publicity on the awards program will fall naturally into two segments: advance publicity and follow up on awards.

Advance Publicity:

As soon as the closing date for entries in the awards program is announced by NACD, the district's environmental education committee or publicity chairman should:

1. Immediately get a brief news story (see sample in this appendix) to all local newspapers and radio and TV stations. Provide a cleanly typed story for each paper or station; don't send a fill in the blanks release. Be sure the story includes:

   a. Name, address, and telephone number of district person in charge of the awards program. Make it clear that entries go to the local conservation district and state how to get entry forms.

   b. Mention the national cash awards and the local awards given by the district. Be sure to include a brief statement of the purpose of the program.

   c. Mention the district's environmental education program and the kinds of assistance available to teachers.

2. Immediately send a copy of the entry form along with a letter explaining the program to each school principal. Better yet, take a copy of the entry form to each school and get permission to post it on the bulletin board. In any case, be sure to let teachers know how to get another copy of the entry form from the district.

3. Make plans for entering the local conservation district in the competition for the conservation district award at the state level. Study the nomination form in Appendix M.

Follow Up on Awards:

As soon as the district winner of the title for conservation teacher of the year is selected, notify the news media and suggest that they get a story and photographs of the teacher in action. The district may want to do a good feature story on the teacher, including information about what the students learned. Be sure to supply photographs, even when you ask someone from the newspaper or TV station to get the story; they won't be able to take photographs of the early stages of any environmental activity or project. See the sample news story on page K-4, this appendix.

Arrange a special event to honor the district conservation teacher of the year and all the other teachers who entered the local competition. Make that event a community affair; perhaps you can present the award more than once--at a PTA or teachers meeting and again at some conservation district function. Get a story about the award presentation to the news media immediately. By separating the announcement and the presentation of the district award, you get two stories instead of one.

If your local conservation teacher of the year is selected as the state winner, pull out all the stops. Immediately get another story to all the local news media along with photographs of the state award presentation--even if you have stage the photo again. Get the local school district to help you place the story in magazines for teachers as well as in general news media.

Tips:

1. Always try to get good photographs of envrionmental education activities and projects from the time they are initiated through to completion. A good photo file will help get a lot of good publicity as well as help make a winning entry.

2. Don't attempt to combine the conservation teacher of the year and the conservation district of the year awards competition in one story. That would make the story too complex. If you handle them separately, you get twice the coverage.

3. In all environmental education stories released by the conservation district, give due credit to all the groups and organizations that helped and be sure to include some basic information about the natural resource conservation work of the district.

Sample Advance News Story

(Name, address and
telephone number of
person to contact for
more information)

Nominations are being accepted for the Conservation Teacher of the Year award according to _____, Chairman of the _____ _____Conservation District. The competition is open to all teachers at the kindergarten through high school level who have developed high quality environmental education programs.

The national Conservation Teacher of the Year will receive $1500 in cash and an expense paid trip to Washington, D.C., for the annual convention of the National Association of Conservation Districts. Cash awards also are given at state and regional levels in the competition.

Cosponsored by NACD and the Allis Chalmers Corporation, the purpose of the awards program is to encourage the development of creative learning experiences in conservation for students. "Any teacher in a public or private school who emphasises environmental education as a regular part of the instructional program is eligible for nomination," said _____. Interested teachers can obtain additional information and entry forms from _____.

The _____Conservation District is willing to provide assistance to any teacher who wants to initiate or expand an environmental education program. (Describe a couple of kinds of help the conservation district is able to provide, such as printed materials, people to help develop conservation lessons, mini-grants, conservation tours, and the like.)

Sample Awards News Story

(Name, address, and telephone number of person to contact for more information)

_____(name of teacher)_____ has earned the title Conservation Teacher of the Year in the _____ Conservation District's 1979 awards competition. __(name)__ teaches __(grade or subject)__ at __(name of school)__ in __(city)__.

"__(name of teacher)__ outstanding work in environmental education has helped students develop a practical understanding of the proper use and intelligent care of soil, water, plant, and animal resources," said _____(name)_____, Chairman of the Board of Directors of the _____ Conservation District. __(name)__ environmental education program has been entered in the competition at the state level.

(Briefly describe some of the important special features of the winning teacher's environmental education program.)

Cosponsored by the National Association of Conservation Districts and the Allis Chalmers Corporation, the awards program in environmental conservation education is designed to stimulate development of creative learning experiences in conservation for students. The regional winner in the conservation teacher of the year competition receives a cash award of $200 and the national winner receives a cash award of $1500.

1978-1979

NACD - ALLIS CHALMERS ENVIRONMENTAL CONSERVATION EDUCATION AWARDS ENTRY for the TEACHER-OF-THE-YEAR

National awards to two teachers for programs in environmental conservation education will be made through a national recognition program sponsored by the Allis Chalmers Corporation and the National Association of Conservation Districts.

First place national award is $1000 plus an expense-paid trip to the 1980 NACD national convention where the cash award will be presented. Second place national award is $500. In addition, the winner in each of the seven NACD regions will be presented a plaque and a check for $200. A certificate will be presented to each state level winner.

The objectives of the awards program are to create an awareness and appreciation of the value of environmental conservation education and to stimulate efforts by teachers to advance the wise use, protection, and enhancement of the nation's soil, water, and related resources.

ELIGIBILITY

All teachers in public, parochial, and private schools in the United States, Puerto Rico, and the Virgin Islands are eligible to compete in the NACD-Allis Chalmers Environmental Conservation Education Awards Program.

A candidate must have been actively teaching in the classroom in grades K-12 on a full-time basis during the 1978-79 school year and have been personally responsible for developing an outstanding program of environmental conservation education in his or her school system during the period September 1977 to March 1979.

A candidate's nomination must be endorsed by the conservation district in which he or she is teaching during the current school year.

Teachers who are conservation district officials are not eligible to compete.

First place national winners are not eligible to compete again at regional and national levels.

First place regional winners are not eligible to compete at the regional level for more than two consecutive years.

NOMINATION FORMS MAY BE REPRODUCED AS NECESSARY

FORMAT FOR ENTRY
(Including Evaluation Criteria)

Each evaluation criterion applies specifically to the item that it follows, but all apply to complete entry.

A complete entry consists of your typed, double-spaced response to the following nine items, with each response given on a separate sheet of paper. On each response sheet, identify by number in the upper right hand corner the question to which the response applies. At the end of each response, supporting materials should be cited.

Materials supporting the entry should be referenced, by number, to specific questions.

1. Describe your approach to environmental education; outline the program you have developed. (Criteria: program scope and content; indication of adequate planning and incorporation of fundamental environmental understandings.)

2. List areas of study incorporated in your environmental education program. (Criteria: integration of science, social studies, language arts, art and design, and others; how were they related to each other.)

3. State your major educational objectives in developing your program. (Criteria: educational validity and environmental significance; degree to which they are realistic and complementary.)

4. How is your program being extended to other grades or to other areas of the school program. (Criteria: extending a favorable climate for environmental education in the school; effect of program on school curriculum.)

5. Gives examples of student participation in planning, implementing, and evaluating projects. (Criteria: number of students involved, their roles in different aspects of the program, and evidence of depth of understanding of ecological principles.)

6. Describe student participation in community conservation projects and activities as part of their learning experiences. (Criteria: individual student awareness of local environmental problems and motivation to solve them; effect on community environmental quality.)

7. List assistance received from community organizations and resource specialists from local, state, or federal agencies. (Criteria: identifying sources and use of assistance; support from parents and community.)

8. List specific assistance received from local conservation district. (Criteria: use of materials, personnel, and other assistance.)

9. List in-service environmental education training programs, workshops, or summer sessions in which you have particpated, noting year. (Criteria: evidence of interdisciplinary preparation for environmental education.)

REQUIREMENTS

Nominations for Conservation Teacher-of-the-Year may be made to the conservation district board by anyone in the district for any teacher in grades K-12. Teachers may submit their own names for consideration.

The awards are based on the quality and scope of the teacher's environmental conservation education program and activities within the period September 1977 to March 1979.

Entries shall consist of a completed nomination form and not more than two letters of recommendation, one from an administrator in the candidate's school and the other from any person selected by the teacher.

The nomination form must be signed by the chairman of the local conservation district. In most states, the name of the conservation district usually begins with the name of the county. It may also be named a soil conservation, soil and water conservation, or natural resource conservation district. If they are not listed in the telephone book, the Soil Conservation Service of the U. S. Department of Agriculture or the county Extension Service office, usually located at the county seat, will be glad to direct you to the district office.

Complete information is essential. Judging is based solely on data provided in response to the questions on the nomination form and supporting materials. Supporting materials will be acceptable only for the period September 1975 to the present. Entries should be typed and all materials submitted must be in a standard binder for 8½" x 11" paper.

JUDGING SCHEDULE

1. By March 31, 1979, nominations must be submitted to the local conservation district.
2. By April 30, 1979, conservation districts are to submit to the chairman of the education committee of their state association the winning teacher entry from their district.
3. By May 31, 1979, state education committees are to select a state winner and forward the winning entry to their NACD regional representative.
4. By September 1, 1979, regional winners are to be selected.
5. National winners will be selected and notified prior to the 1980 NACD Convention. NACD Education Committee decisions on awards are final.

FOR FURTHER INFORMATION

Questions regarding the program should be directed to the education committee of the state association of conservation districts; to the state soil and water conservation agency, or to NACD, P.O. Box 297, Solebury, PA 18963.

NACD-ALLIS CHALMERS AWARDS PROGRAM
in
ENVIRONMENTAL CONSERVATION EDUCATION

Nomination Form Conservation Teacher-of-the-Year

Name of Teacher _____

Home Address _____

City _____ State _____ Zip _____

Telephone ( ) _____ School _____

Grade level(s), Department _____

County _____ Signature _____

Endorsement _____
Conservation District Chairman

_____
Name of Conservation District

_____
Address of Conservation District

_____

_____
Date

Please attach: 1. a brief biographical sketch

2. a concise narrative response to each numbered item

3. supporting materials

4. letters of recommendation from a school administrator and one from another person

NOTE: Entry and all materials shall be bound in a standard 8½" x 11" binder.

Return this completed form and supporting materials to your conservation district by March 31, 1979.

PLEASE USE THIS PAGE AS THE COVER SHEET FOR YOUR ENTRY MATERIALS.

1978-1979

NACD - ALLIS CHALMERS ENVIRONMENTAL CONSERVATION EDUCATION AWARDS ENTRY for the CONSERVATION DISTRICT AWARD

National awards to two conservation districts for programs in environmental conservation education will be made through a national recognition program sponsored by Allis Chalmers Corporation and the National Association of Conservation Districts.

First place national award is $1000 plus an expense-paid trip for the district chairperson or designee to the 1980 NACD national convention where the cash award will be presented. Second place national award is $500. In addition, the winner in each of the seven NACD regions will be presented a check for $200. A certificate will be presented to each state level winner.

The objectives of the awards program are to create an awareness and appreciation of the value of environmental conservation education and to stimulate efforts by the nation's conservation districts to advance the wise use, protection, and enhancement of the nation's soil, water, and related resources.

ELIGIBILITY

All conservation districts in the United States, Puerto Rico, and the Virgin Islands are eligible to compete in the NACD-Allis Chalmers Environmental Conservation Education Awards Program.

Candidate districts must have had an active environmental conservation education program during the calendar year 1978.

First place national winners will not be eligible to compete at regional and national levels.

First place regional winners will not be eligible to compete at the regional level for more than two consecutive years.

NOMINATION FORMS MAY BE REPRODUCED AS NECESSARY

REQUIREMENTS

Nominations shall consist of a completed nomination form signed by the chairperson of the district board. Materials are to be enclosed in a standard binder for 8½" x 11" paper.

Complete information is necessary since winners will be selected solely on the material provided.

Supporting materials should accompany the nomination form and should include only calendar year 1978 items.

CONSIDERATIONS IN JUDGING

Important considerations in selecting program winners include:

1. Comprehensiveness, scope, and quality of district's conservation education program.
2. Evidence of attention to a broad spectrum of environmental needs and issues.
3. Assistance generated by district from organizations, agencies, and individuals to aid in accomplishing district educational objectives.
4. Kind and extent of district input into the educational programs of other organizations including motivation, advice, technical and organizational leadership.
5. Types and effectiveness of public information activities for informing teachers, youth, and citizens about local environmental problems.
6. Extent of youth and educator involvement with the district's educational program.
7. Involvement in and quality of adult education programs.

JUDGING SCHEDULE

1. By April 30, 1979, conservation district nominations are to be submitted to the chairperson of the education committee of their state association.
2. By May 31, 1979, the state education committee is to select the state's winning district and forward the nomination to their NACD representative.
3. By September 1, 1979, regional winners are to be selected.
4. National winners will be selected and notified prior to the 1980 NACD Convention. NACD Education Committee decisions on awards are final.

NACD-ALLIS CHALMERS AWARDS PROGRAM
in
ENVIRONMENTAL CONSERVATION EDUCATION

Nomination Form Conservation District

Name of District _____

Address of District _____

City, State, Zip _____

Telephone _____ District Chairman _____
Signature

Your district's environmental conservation education entry is to be completed by responding to the following numbered items. Use a separate sheet of paper for each item, identified by placing the number in the upper right hand corner of the page. Supporting materials must also be identified by the number of the item or items to which the supporting materials apply.

1. List the names and occupations of the district education committee members and indicate whether or not they are a district supervisor. Describe the planning and organizational functions of the committee.

2. Use a separate paragraph for each of the following items, identified by letter in the left hand column. For each item, give the total number of schools, organizations, programs, etc. assisted by the district. Describe the kinds of services given and note if other agencies, organizations or individuals were stimulated to assist.

   a) Conservation education assistance to schools. Kinds of help provided, such as materials, technical help, outdoor classroom development, and others.

   b) Teacher workshops and other conservation education training sessions; scholarships provided; special teacher conservation tours; and note the district involvement in each.

   c) Colleges and universities assisted. Describe the program or project.

   d) Adult conservation education programs. District services in providing materials, instructors, technical help, tours, etc.

   e) Youth Boards. Describe any conservation education or community service activities.

   f) Youth groups and organizations. Outline the most significant educational programs or projects.

g) Citizen and conservation organizations. Name the organizations and describe assistance provided by district.

h) Cooperative programs in conservation with local, state, or federal agencies. Name agencies and describe district assistance.

i) Conservation tours other than described above. Name participating organizations or groups and identify the conservation interests of each.

j) Amount of district funds used specifically for conservation education programs. (Do not include over-all information program expenses.)

k) Public information program. Describe outstanding programs done with newspapers, radio, TV, and the effect on district program and the communtiy.

l) Newsletters published. Approximate circulation. Are they published on a regular schedule or occasionally? How have you used your newsletter for educational purposes during 1978?

m) Number of district leaders who have attended conservation education training sessions or workshops. How did these sessions change your district programs?

3. Describe any other district educational activity or program which may not have been adequately covered by the above items. Indicate if anyone outside the district organization was involved in planning or implementing the activity, number of people affected, and other details which indicate its value and scope.

4. What was the district's most important educational activity in 1978? What were the benefits to and effects on the district's program? On the community?